

**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Verplanck School**  
**Manchester School District**

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Location: 126 Olcott Street  
 Manchester,  
 Connecticut

Website: [verplanck.ci.manchester.ct.us/](http://verplanck.ci.manchester.ct.us/)

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: PK- 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 395

5-Year Enrollment Change: 3.9%\*

\*Between 2002 and 2007, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	240	60.8	44.7	34.2
K-12 Students Who Are Not Fluent in English	48	12.7	5.7	7.0
Students with Disabilities	48	12.2	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	60.6	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	241	78.2	79.5	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	23.7	18.9	18.3
Grade 2	25.0	18.9	19.3
Grade 5	18.7	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education <sup>1</sup>	20	17
English Language Arts <sup>1</sup>	475	427
Family and Consumer Science	0	1
Health <sup>1</sup>	15	22
Library Media Skills <sup>1</sup>	20	18
Mathematics <sup>1</sup>	203	198
Music	40	32
Physical Education	40	40
Science <sup>1</sup>	110	98
Social Studies <sup>1</sup>	75	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	12.7	5.7	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.6	80.7	80.3

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.8	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	49.4	76.4	94.6
# of Print Volumes Per Student*	26.4	23.9	28.2
# of Print Periodical Subscriptions	8	12	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

## SCHOOL STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	22.40
Paraprofessional Instructional Assistants	1.60
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	1.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	15.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.8	13.9	13.3
% with Master's Degree or Above	40.7	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.9	7.7	8.6
% Assigned to Same School the Previous Year	81.5	71.1	83.3

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Verplanck Elementary School has a strong home school connection. Verplanck offers a myriad of opportunities to parents and families to be certain that the school maintains a vibrant community. The school year begins with an introduction to kindergarten parents and children by parent members of the school PTA. This program entitled, Through the Eyes of a Parent, has been an ongoing program for a number of years. The variety of programs for parents is ongoing. The weekly newsletter, called Quick Notes, keeps parents informed about curricular matters as well as all school events. The year begins with morning and evening PTA meetings to accommodate our parent's busy schedules. The Language Arts Coaches and Literacy Facilitator have a parent meeting entitled Pastries for Parents during which the language arts program is explained to parents. Parents are invited to have lunch (Lunch Bunch) with their children and simultaneously meet with our Literacy Facilitator to learn more about teaching the children to read. Parents come at night to our annual Open House and to the PTA Barbecue, Pasta Dinner, Family Picture Night, and Ice Cream Social. Through a partnership with Husky Reach and SBM Charitable foundation, parents had the opportunity to take a Saturday bus field Trip to visit UCONN involving a full tour of the campus, demonstration lessons, and presentations by UCONN administrators. The partnership also sponsored a Flashlight Reading night for parents and students. During the winter months, parents and children come to watch a movie at the school as a family. This program is called Verplanck Views. Verplanck reaches out to families in many ways. We have a dental care program, nutrition classes and an after school tutoring and enrichment program to help parents with busy schedules. Over five thousand books were distributed to our students and families. Verplanck uses the complementary learning model and has partnerships with community and state organizations in an effort to provide multiple opportunities to the children and families in the school.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	48	12.2
Black	114	28.9
Hispanic	134	33.9
White	98	24.8
Total Minority	297	75.2

**Percent of Minority Professional Staff:** 2.9%

**Non-English Home Language:** 12.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Verplanck Elementary School is a “Community of Enthusiastic and Empowered Learners Dedicated to Student Excellence”. Verplanck Elementary School continued “The Brainwashing Project” which provided over six thousand books to the student population. These books were disseminated both on and off campus including the stocking of a library housed at the laundry room of a local apartment complex. Verplanck Elementary School began the fourth year as a 21st Century Grant Recipient. This allows students, for a nominal fee, to remain after school for two hours, one hour of academic support and an additional hour of enrichment. Verplanck paired with the East Hartford Medical Clinic to provide an on site dental hygienist for students. Working with the West Hartford Science Museum, allowed students at all grade levels to learn from whole school and grade specific assemblies. Students at Verplanck “adopted” the Town of Manchester and shadowed the town leaders conducting their professional activities. A partnership was formed with the University of Connecticut Athletic Department that stressed that a college education is an achievable goal. Every student visited the University of Connecticut campus at Storrs. Parents were also invited to a Saturday bus field trip to the UCONN campus. Student athletes from several UCONN teams also made weekly visits to Verplanck Elementary School to help mentor students and to promote literacy by introducing books to each class and providing books for students to read. A “Diversity Speaks” committee was formed by staff members to guide the school concerning multicultural offerings at Verplanck Elementary School. A multicultural committee of staff and students arranged for monthly multicultural celebrations at school. Supplies were ordered for two classrooms to become culturally responsive classrooms. Three staff members participated in Courageous Conversations about Race and also attended Beyond Diversity workshops.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	18.4	38.1	33.6	23.2
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	39.0	49.5	54.6	28.5
Writing	57.6	62.6	62.5	39.1
Mathematics	53.3	63.8	62.8	34.9
Grade 4 Reading	52.4	58.8	60.7	36.2
Writing	53.8	63.8	64.2	32.8
Mathematics	43.2	56.6	63.6	23.0
Grade 5 Reading	43.4	58.1	66.0	21.3
Writing	43.6	60.8	66.5	18.5
Mathematics	62.3	65.6	68.8	37.8
Science	58.2	52.3	58.1	48.6
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	90.9	95.9	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 16 students were responsible for these incidents. These students represent 4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	3
Personally Threatening Behavior	1	0
Theft	1	0
Physical/Verbal Confrontation	8	2
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	8	0
Total	18	5

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Verplanck Elementary School uses data to inform instruction. The school uses state, district and school based data to implement differentiated instruction and to target areas of weakness.

The EIP program is in use to design social and academic programs that meet the needs of individual students. A three-year school improvement plan is in place and revised on a yearly basis. A school equity plan is also in place and revised on a yearly basis. The PPT team meets weekly to discuss issues of instruction and student needs. Grade level meetings are held twice a month to review student work, review data and design programs for students.

The Data Team comprised of the two Language Arts Coaches and the Principal meet with Central Office personnel three times during the school year to review whole school test data and also to review student work. The school maintains school-based data to ensure that all children are making progress across the academic continuum.

Professional development at the school included data analysis and extensive meetings concerning the implementation of new curriculum in all academic areas. School wide plans for school improvement are developed collaboratively as a faculty following review of current Connecticut Mastery Test Data.

The teachers at Verplanck Elementary School are part of a professional learning community and they continually read current books, research articles and other publications to ensure that the classroom instruction is reflective of current best practice. Parent input in the planning and improvement of school programs is gained through the PTA and other parent volunteers.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

An integral part of Verplanck Elementary School Learning Community is the practice of "Monday Meetings". The Monday Meetings involves the entire school gathering in the Gym for a Learning Community Meeting. Gathering music is played on the intercom signaling the students to gather. Once the school is all together, the honor guard consisting of three 5th grade students present the flag of the United States. The entire school stands to recite the Pledge of Allegiance followed by the Verplanck Respect Pledge. The students sit and two 5th grade students greet by name all of the adults in the Gym. This ritual allows all of the students to learn the names of all of the adults in the building. The principal then speaks to the entire school community about timely events and information. A major part of Monday Meeting involves recognition and praise of individual and groups of students. This time has also been used to teach positive student behaviors the Positive Behavior Supports program. The students end the program with everyone singing the school song led by the music teacher. The entire learning community receives the same messages and a sense of pride and shared commitment is developed.

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